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Caesar: The Gallic War, Books I-VII. Edited by ARCHIBALD LIVINGSTON HODGES. New York: Macmillan, 1909. Pp. 522. \$1.10.

This edition of Caesar contains the seven books of the *Gallic War* with full notes on the first five books and on chaps. i-xxvi of the sixth book. The remainder of the text is provided with brief notes at the foot of the page, for sight-reading. A series of word groups arranged on a basis of etymological relation is included, and the words given by Professor Lodge in his *Vocabulary of High-School Latin* to be learned in the second year of high-school work are specially indicated in the vocabulary. The introduction contains the usual historical and descriptive material to be found in books of its class. The book cannot be said to contain distinctive features of any great importance. Perhaps it is hardly to be expected that anything especially new in method of presentation should be offered in a textbook of Caesar at this date, and anyone who believes he can provide more helpful annotations and explanatory material may find sufficient reason for the preparation of a new edition in that conviction.

The notes provided by Mr. Hodges, seem to be written with a good appreciation of the sort of difficulties found in second-year work, and of the form of explanation likely to be easily comprehended. He has given rather more attention to the significance of tenses than is usual, and in so doing has furnished useful material, especially for the young teacher.

The number of grammar references given appears unnecessarily large. For example, the notes on chap. iv of Book II, which would naturally make one day's lesson, contain thirteen different references to the grammars. To expect a schoolboy to take up his grammar that number of times for the purpose of looking up references in preparing a lesson is to show a beautiful optimism as to the conscientiousness of the modern boy. This may be an extreme case, and it is true that some other editions have the same fault. But it ought to be clear that the only way to make notes useful to the pupil is to exclude everything which may prevent him from seeing the information which is actually needed. A large part of these grammar references are not needed, and will not be used by the average pupil.

The appearance of the Latin text on the page is not so clear as could be desired. In this respect the book compares unfavorably with several other available editions.

H. F. SCOTT

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Studies in the History of Modern Education. By CHARLES OLIVER HOYT. Chicago: Silver, Burdett & Co., 1909. Pp. 223.

The lack of a suitable textbook in the history of education for his students in the Ypsilanti Normal School led Dr. Hoyt to compile the materials now printed in this little manual. From the standpoint of scholarship alone the book hardly deserves attention; it contains nothing new, and much that is erroneous. It does merit notice, however, as the attempt of an experienced teacher of the history of education to make a teachable textbook in the subject

for students in normal schools. Dr. Hoyt has formulated, from his experience, a clear-cut theory of such a book, and has devoted no small labor to its embodiment in the present volume. Briefly, his theory is this: (1) Treat a few subjects in some detail, instead of attempting a thin summary of many; (2) Discuss educational reformers, rather than the general educational tendencies of various periods; (3) Supply a liberal background of general history and biography for the theories of each reformer; (4) Compress much elementary information into the text, but let this be merely the starting-point for further reading; (5) Supply references for such reading; (6) Distribute through each chapter questions which can be answered only by going to these references; (7) Add other questions which require the student to think on what he has read; (8) Do not assume any preliminary historical or philosophical training on the part of the student.

Acting on the first two principles of this theory Dr. Hoyt has treated in his seven chapters only seven general topics, six of which are biographical: "Comenius," "Rousseau," "Pestalozzi," "Herbart," "Froebel," "Horace Mann," and "European Influences on Education in America." Other principles are worked out in the subdivisions of the first six chapters, each of which contains general historical and biographical introductions, a one-page chronology of the life of the reformer under discussion, a list of references for further reading, a short sketch of his theories, illustrative quotations from his writings, and a summary which includes an estimate of his influence on the education of today. Each chapter is supplied with abundant questions of the types named above. In the constant use of these old but important devices Dr. Hoyt surpasses all his predecessors; the pedagogic apparatus is decidedly the best feature of the manual. The matter is usually within the comprehension of the students for whom it is written. There are six portraits, three maps, and a historical chart.

So much hard work has been done to make this textbook teachable that one regrets to note its serious defects in scholarship. The general historical surveys are so inaccurate as to need pretty complete rewriting; there are, for example, nearly a dozen glaring errors on the first two pages of the first chapter; and these, unfortunately, are only the forerunners of many more. No principle of selection seems to have been adopted regarding biographical facts, which too often run into trivial detail. The summaries too often credit reformers with reforms which they did not initiate, and with influences on modern education which they do not exert; the book as a whole tends to exaggerate the importance, in the history of modern education, of the six reformers named; in these matters, however, it is no worse than many others. In fine, Dr. Hoyt has devoted attention more successfully to the ways of teaching the subject than to the facts of the subject itself.

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Latin Lessons for Beginners. By DANIEL W. LOTHMAN. Boston: Ginn & Co., 1908. Pp. xi+178.

In his preface Mr. Lothman states that he believes in a more extensive and intelligent use of the grammar in the early stages of the study of Latin, and that